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THE

CHILD'S LITTLE THINKER,

A PRACTICAL SPELLING BOOK,

CONTAINING

EASY, GRADUAL, AND PROGRESSIVE LESSONS IN PRONOUNCING, SPELLING, READING, THINKING, AND COMPOSING.

ARRANGED ON

A NEW AND ORIGINAL PLAN.

SMITHSONIAN INSTITUTION. 1625.

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BY

JOSEPH BARTLETT BURLEIGH, LL.D.

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HOLY BIBLE

LESSON 2.

THE ALPHABET.

	Roman.		Italic.		Old English.		Script.	
1.	A	a	*A*	*a*	𝔄	𝔞	𝒜	𝒶
	B	b	*B*	*b*	𝔅	𝔟	ℬ	𝒷
	C	c	*C*	*c*	ℭ	𝔠	𝒞	𝒸
	D	d	*D*	*d*	𝔇	𝔡	𝒟	𝒹
	E	e	*E*	*e*	𝔈	𝔢	ℰ	ℯ
	F	f	*F*	*f*	𝔉	𝔣	ℱ	𝒻
	G	g	*G*	*g*	𝔊	𝔤	𝒢	ℊ
	H	h	*H*	*h*	ℌ	𝔥	ℋ	𝒽
2.	I	i	*I*	*i*	ℑ	𝔦	ℐ	𝒾
	J	j	*J*	*j*	𝔍	𝔧	𝒥	𝒿
	K	k	*K*	*k*	𝔎	𝔨	𝒦	𝓀
	L	l	*L*	*l*	𝔏	𝔩	ℒ	𝓁
	M	m	*M*	*m*	𝔐	𝔪	ℳ	𝓂
	N	n	*N*	*n*	𝔑	𝔫	𝒩	𝓃
	O	o	*O*	*o*	𝔒	𝔬	𝒪	ℴ
	P	p	*P*	*p*	𝔓	𝔭	𝒫	𝓅
	Q	q	*Q*	*q*	𝔔	𝔮	𝒬	𝓆
3.	R	r	*R*	*r*	ℜ	𝔯	ℛ	𝓇
	S	s	*S*	*s*	𝔖	𝔰	𝒮	𝓈
	T	t	*T*	*t*	𝔗	𝔱	𝒯	𝓉
	U	u	*U*	*u*	𝔘	𝔲	𝒰	𝓊
	V	v	*V*	*v*	𝔙	𝔳	𝒱	𝓋
	W	w	*W*	*w*	𝔚	𝔴	𝒲	𝓌
	X	x	*X*	*x*	𝔛	𝔵	𝒳	𝓍
	Y	y	*Y*	*y*	𝔜	𝔶	𝒴	𝓎
	Z	z	*Z*	*z*	ℨ	𝔷	𝒵	𝓏

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*0.*
1	2	3	4	5	6	7	8	9	0.

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LESSON 5.

READING.

is it on an ?
it is on an ?
an ox is on ?
it is on my ?
my ox is on ?

LESSON 4.

SPELLING.

is	it	on	an	*ox*
it	is	on	an	*ox*
an	ox	is	on	*it*
it	is	on	my	*ox*
my	ox	is	on	*it*

LESSON 7.

if it be an ?
is an ax by ?
it is by an ?
do go to my ?
be ye by my ?

LESSON 6.

if	it	be	an	*ox*
is	an	ox	by	*it*
it	is	by	an	*ax*
do	go	to	my	*ox*
be	ye	by	my	*ax*

LESSON 9.

oh ! go to my ?
ah ! is it my ?
so it is my ?
am I at an ?
I am by an ?
an ox is by ?
no be up to ?

LESSON 8.

oh !	go	to	my	*ox*
ah !	is	it	my	*ox*
so	it	is	my	*ox*
am	I	at	an	*ax*
I	am	by	an	*ax*
an	ox	is	by	*us*
no	be	up	to	*me*

1. Name the four different kinds of letters in the Alphabet? p. 7. 2. How many letters are there in the Alphabet? 3. Point out a word. 4. Point out the difference between a column of words and a line.

LESSON 11.

READING.

ah! it is my?
oh! fy to do?
do ye as I?
wo to me! it?
is it so! ah?
ah! it is on?
am I to do?

LESSON 10.

SPELLING.

ah!	it	is	my	*ax*
oh!	fy	to	do	*so*
do	ye	as	I	*do*
wo	to	me!	it	*is*
is	it	so!	ah	*me*
ah!	it	is	on	*so*
am	I	to	do	*it*

LESSON 13.

no do as we?
so! I am at?
so we go to?
he is in or?
be he on or?
on by us to?
ye go on by.
he is to go?

LESSON 12.

no	do	as	we	*do*
so!	I	am	at	*it*
so	we	go	to	*ma*
he	is	in	or	*up*
be	he	on	or	*in*
on	by	us	to	*pa*
ye	go	on	by	*us*
he	is	to	go	*up*

LESSON 15.

so it is to?
am I! or is?
no we go by?
as to it we?
we do it ah?
it is so go?

LESSON 14.

so	it	is	to	*be*
am	I!	or	is	*he*
no	we	go	by	*it*
as	to	it	we	*go*
we	do	it	ah	*no*
it	is	so	go	*on*

LESSON 17.

READING.

do ye as we ?
is it so or ?
if he is to ?
ma to us it?
go it is my ?
it is to us ?
am I to go ?
ye go up to?

LESSON 16.

SPELLING.

do	ye	as	we	*do*
is	it	so	or	*no*
if	he	is	to	*go*
ma	to	us	it	*is*
go	it	is	my	*ax*
it	is	to	us	*so*
am	I	to	go	*in*
ye	go	up	to	*it*

LESSON 19.

why it is my ?
ah yes but my?
is she shy or ?
thy cat or my ?
try to get my ?
fly up to the ?
do try it one ?
he can get my ?
my cat or his ?

LESSON 18.

why	it	is	my	*cat*
but	ah	yes	my	*dog*
is	she	shy	or	*sly*
thy	cat	or	my	*cat*
try	to	get	my	*top*
fly	up	to	the	*top*
do	try	it	one	*day*
he	can	get	my	*hat*
my	cat	or	his	*dog*

1. What runs fast? 2. What eats mice? 3. What is bold? 4. What is sly? 5. How many words in Lesson 16 have two letters? 6. How many one? Tell the difference between *my top* and *the top?* Less. 18.

LESSON 20.*

Did E'li aid the man′, or arm the lad′?
Did A'sa awe the mob′, or bag the fee'?
Did Job cap the top′, or tip the end'?
Did he mow the hay′, or cut the rye'?

LESSON 21.*

We can box the lea′, or tax the toy'.
We can use the wad′, or run the spy'.
Let him sip the oil′, or gag the nag'.
Did Ann hem the cap′, or lap the pad'?

LESSON 22.*

Did Eli get the HAT′, or hit the RAT'?
She did ink the map′, or paw the mat'.
We did play the pet′, or tie the wig'.

LESSON 23.*

Ann did fry the yam′, or cut the pie'.
Did Asa rub the tan′, or sod the sty'?
Did ye sap the sin′, or hit the ram'?
She did peg the toe,′ or fit the lad'
Did he aim the gun′, or nip the bud'?

* Let the pupil spell each word of every lesson on this page. See that the voice is kept up before *or*, and that it falls at the end of each sentence.

LESSON 25.

READING.

I am to be at the [1]... Is she to [1]... the egg? He is to go [1]... It is in the ark. Is the [1]... on the [1]... sir, or is it off? It is off of [1]... box, sir.

LESSON 24.

SPELLING.

be	am	*inn*
she	egg	*fry*
to	go	*off*
the	ark	*lid*
sir	off	*box*
it	is	*the*

LESSON 27.

Did he sob? If a [1]... can dig, let him not [1]... The [1]... is in its sty; and so is the [1]... Has the [1]... fed the kid? The CAT did get the [1]... My DOG is on the [1]...

LESSON 26.

did	sob	*man*
can	him	*beg*
its	sty	*hog*
and	has	*pig*
fed	kid	*lad*
cat	get	*rat*
my	dog	*bed*

LESSON 29.

The FOX [1]... at my [1]...; but I had a GUN and hit it on the [1]... Rip up the [1]... and get a [1]... for Job; or get him a [1]... to eat. Why did Job [1]... go? My dog bit the old [1]...

LESSON 28.

my	fox	*ran*
had	gun	*hen*
hit	the	*leg*
rip	and	*bag*
get	for	*fig*
him	eat	*nut*
why	did	*not*
dog	bit	*fox*

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LESSON 31.

READING.

My [1]... was in the [1]...; and I was in the mud. We all [1]... at the top. The [1]... is set. He had a [1]... of ham.

LESSON 30.

SPELLING.

my was *gig*
and the *bog*
mud all *met*
top set *sun*
had ham *bit*

LESSON 33.

He has no pot nor [1]... in his hut. If my [1]... fix me in yon [1]... Did the boy ask for a cup or a [1]...? The man is [1]... The old man had on a [1]... Get me a [1]..., ink, and wax.

LESSON 32.

pot nor *pan*
hut fix *lot*
yon did *cot*
boy ask *can*
the old *mad*
man had *wig*
ink wax *pen*

LESSON 35.

Not a [1]... nor a jot. Be in [1]..., and sin not. Go not in the way of [1]... men. If you [1]... you will rue it. A bad [1]... has woe, and no [1]... No one can [1]... but he may die to-[1]...

LESSON 34.

nor jot *dot*
sin not *awe*
the way *bad*
men you *lie*
rue bad *boy*
woe has *joy*
can but *say*
may die *day*

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LESSON 37.

READING.

Did the ELK [1]... the DOG? One may [1]... and yet not be thy [1]... The ore is dug out; [1]... one ton of it or [1]..., ere you go [1]... Did you see the [1]... of my box? As the [1]... is so hot, I am to set out at [1]...

LESSON 36.

SPELLING.

did the *see*
dog one *vie*
yet thy *foe*
ore dug *buy*
ton ere *two*
you see *off*
box the *key*
hot set *air*
out fly *eve*

LESSON 39.

Did you see the [1]...? It was not [1]..., how did you see the [1]... run off? Did you [1]... the rye? Why did you [1]... mow the [1]...? Was the dew on it? Do you [1]... the hoe? Did the [1]... hum? Did the [1]... and the old [1]... run? Did the FOX see the [1]...?

LESSON 38.

you see *sea*
was how *day*
run off *roe*
the rye *sow*
why mow *not*
was dew *hay*
you the *use*
hoe hum *bee*
and old *cow*
run fox *ewe*
see the *dog*

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LESSON 41.

READING.

His age is [1]... Was he on the [1]... to-day? I saw him [1]... low to you. She is at her [1]... Did she sew her [1]...? You may get the [1]... of it.

LESSON 40.

SPELLING.

his	age	*ten*
the	day	*ice*
saw	him	*bow*
She	her	*tea*
sew	her	*hem*
may	get	*use*

LESSON 43.

Few are in my [1]... any day. It is not [1]... for the ear nor the [1]... Who go in and [1]... go out? Any two of you [1]... go to see it? May I go [1]...?

LESSON 42.

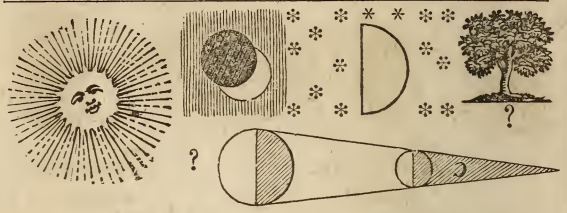
few	any	*pew*
day	not	*fit*
ear	the	*eye*
and	out	*who*
any	you	*may*
see	may	*too*

LESSON 45.

Let us all [1]... to do no sin? Do you [1]... us to do as we are bid? [1]... can [1]... all we do. He saw all we [1]... and did. His EYE is on [1]... Let us not do any [1]...

LESSON 44.

let	all	*try*
sin	you	*aid*
are	bid	*God*
can	all	*see*
saw	and	*ate*
eye	let	*all*
not	any	*sin*



LESSON 47.

READING.

If pa′pa or [1]. ′.. does not [1]... us, the Lord al-[1].... does. His eye is on us [1]... the day and all the time. The [1].... is [1]...., just, and good.

LESSON 46.

SPELLING.

pa′pa	*ma′ma*
Lord	*see*
does	*ways*
wise	*all*
time	*Lord*
just	*wise*

LESSON 49.

He made each [1].... and herb, the [1].... oak and the tiny bush are [1].... his work. The Lord [1].... the sun to [1]...., and he [1].... it set.

LESSON 48.

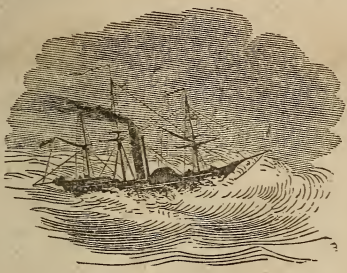
each	*tree*
herb	*tall*
bush	*both*
work	*bids*
tiny	*rise*
gives	*bids*

LESSON 51.

He made the [1]... and moon, and each [1].... of the sky. The [1]... is [1]..., and he made it; and the [1]... land is his also. He made the high [1].... and the low [1]....

LESSON 50.

made	*sun*
moon	*star*
stars	*sea*
made	*his*
land	*dry*
high	*hill*
tall	*vale*



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LESSON 53.

READING.

The [1]. . . . at the will of the [1]. . . . is made dry. The heat and the [1]. . . . come from him. He [1]. . . . the [1]. . . ., hail, and the ice.

LESSON 55.

He bids the [1]. . . . to put on its [1]. . . ., but ere long he [1]. . . . bid the leaf to [1]. . . ., and make the tree to be [1]. . . . in the fall.

LESSON 57.

He bids the [1]. . . . to [1]. . . ., and the LAMP to [1]. . . . He sets a door as it [1]. . . . on the sea; and says to it, [1]. . . . far [1]. . . . must thou come?

LESSON 52.

SPELLING.

will	*soil*
made	*Lord*
heat	*cold*
come	*gave*
hail	*snow*

LESSON 54.

bids	*tree*
long	*leaf*
leaf	*will*
make	*fade*
fall	*bare*

LESSON 56.

bids	*wind*
lamp	*blow*
door	*burn*
says	*were*
must	*thus*
thou	*only*

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LESSON 59.* READING.

All that [2]live get life from the Lord. He made the [2]poor man as well as the [2]rich man; he made the [2]dark man as well as the [2]fair man.

LESSON 58. SPELLING.

lives?
poor*er*?
rich*er*?
dark*er*
fair*er*?

LESSON 61.

He made the [2]fool as well as the [2]wise man. All that move on the [2]land are his; and so are all that [2]fly in the air, and all that [2]swim in the [2]sea.

LESSON 60.

fool*s*?
wis*er*?
land*s*?
fli*es*?
swim*s*?
sea*s*?

LESSON 63.

The [2]lion and the worm are both the [2]work of his [2]hand. In him they live and [2]move. He it is that doth [2]give food to them all, and, when he says the [2]word, they all die and turn to [2]dust.

LESSON 62.

lion*s*?
work*s*?
hand*s*?
move*s*?
give*s*?
word*s*?
dust*s*?

* Let the pupil spell every word in all the reading lessons which have but one marginal column, and use each word in the column in an original simple sentence.

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LESSON 65. READING.

Bear ever in ²mind that it was the ²Lord who made you. He ²gave you all that you have, and all that you ²hope for. He gave ²you life, and food, and a ²home.

LESSON 64. SPELLING.

mind*s*?
Lord's?
h*is*?
hope*s*?
you*rs*?
home*s*?

LESSON 67.

All who take ²care of you, and ²help you, were sent you by him. He gave you the ²Bible, to let you ²know what he hath done for you, and what ²he bids you ²do.

LESSON 66.

care*s*?
help*s*?
Bible*s*?
know*s*?
h*im*?
do*ne*?

LESSON 69.

²Be sure that he ever sees you in the ²dark, as well as in the ²day. He can tell all that you do, and all that you ²say and all that is in your ²mind. Oh ever ²seek the Lord. Pray to him when you ²rise, and when you ²lie down.

LESSON 68.

be*ing?*
dark*est*
day*s*?
say*s*?
mind*s*?
seek*s*?
rise*s*?
li*eth?*

LESSON 70.

NEVER FIGHT.

Let DOGS de'light to [1]. . . . and bite, Bark.
For the Lord hath [1]. . . . them so, Made.
Let BEARS and LI'ONS growl and [1]. . . . . Fight.
For 'tis their [1]. . ' . . . . too. Na'ture

Girls and boys you should [1]. . ' . . . let Nev'er.
Such an'gry pas'sions [1]. . . ., Rise.
Your lit'tle hands were ne'ver [1]. . . . Made.
To tear out each others [1]. . . . Eyes.

Birds in their lit'tle [1]. . . . a'gree, Nests.
And 'tis a shame'ful [1]. . . . . Sight.
If you of one school or [1]. . . . ' . . Fam'ily.
Fall out and [1]. . . . . and fight. Chide.

LESSON 71.*

GOOD BOYS AND GIRLS.

Good boys and girls do
not fight nor hurt each
other when they are at
play? bad boys and girls
fight? cats dogs bears and
li'ons bite and fight? but
all who are good live
in peace? you should nev'er
say bad words or look
cross at your pa'pa ma'ma
or others? above all you
should nev'er strike any one?
your best friends are those
who tell you of your
faults and teach you how
to know and cor'rect them?
If you do not take
pains you can'not ex'cel in
any thing that is good?

* After pronouncing and spelling this Lesson and Lesson 73, p. 23, in columns, let each pupil read alternately in lines to the interrogation marks.

LESSON 72.

KINDNESS.

? The [1].... a'bove is pleased to see, — Lord.
Pu'pils in all the schools [1]./....; — A'gree.
? And will not [1]..... the prayer and praise — Scorn.
Which lov'ing chil'dren join to [1]..... — Raise.

? For [1].... and kind'ness please him more, — Love.
Than if we gave him all our [1].....; — Store.
? And chil'dren here who [1]..... in love, — Dwell.
Are like his ho'ly saints [1]..... — A'bove.

? The gen'tle child that [1]..... to please, — Tries.
That hates to quar'rel, fret, and [1]....., — Tease.
And will not say an [1]../... word; — An'gry.
? That [1]..... is pleas'ing to the Lord. — Child.

? Good Lord! [1].../.... when'ev er we — For'give
For'get thy [1].... and dis'a gree; — Will.
? And [1]..... that each of us may find — Grant.
The bless'ed ness of [1]../... kind. — Be'ing.

LESSON 73.
TRY NOT TO DO WRONG.

Good boys and girls
nev'er do wrong be'cause
they see or know
of others who do
what is not right.
They love and o'bey
their pa'rents. When they
want any thing which
their father or moth'er
thinks is not right
for them to have
they do not fret
get an'gry or cry.
They are ev'er kind
to all. They nev'er
tease fight or call
any one bad names.
Good chil'dren love to go to
school. They try their
best to spell to
read write and learn
all the good they
can. They nev'er lie
or take any thing
not their own. They
always own their faults.

QUESTIONS AND ANSWERS.

LESSON 75.*

READING.

Jane. Who is a la′dy?
Ruth. An′na But′ler.
Jane. What is ha′zy?
Ruth. The sky is ha′zy.
Jane. Who is a ba′by?
Ruth. A′my Smith.

LESSON 74.

SPELLING.

La†dy‡	po′ny⸮
Ha′zy	bo′ny
Ba′by	to′ry
Ma′zy	ho′ly
Na′vy	po′sy
La′zy	ro′sy

LESSON 77.

Jane. What is ma′zy?
Ruth. The swamp is ma′zy.
Jane. What is a na′vy?
Ruth. War ships, &c.
Jane. Who is la′zy?
Ruth. Am′ris La′con.

LESSON 76.

Pu′ny	ti′dy
Du′ty	ti′ny
Du′ly	li′my
Fu′ry	di′ry
Ju′ry	mi′ry
Fu′my	wi′ry

LESSON 79.

Jane. Who was pu′ny?
Ruth. Di′nah Hov′ey.
Jane. What is a du′ty?
Ruth. To do right, &c.
Jane. What was du′ly?
Ruth. It was du′ly done.

LESSON 78.

Ra′cy	li′on
Va′ry	re′al
Wa′ry	co′zey
Vi′al	po′em
Di′al	po′et
Ri′ot	du′el

* Lessons 75, 77, and 79 are designed to be read as a dialogue, and then each word to be spelled.

† An accented vowel always has its name or long sound.

‡ Y ending an unaccented syllable takes the short sound of E when the preceding syllable is accented.

⸮ Let the pupil begin with *pony*, and write for a home-lesson each word in the second column in a simple sentence.

? ? ? ?

LESSON 81. *

READING.

Ruth. What is ri′per?
Jane. This ap′ple is ri′per.*
Ruth. What is a vi′per?
Jane. A poi′son ser′pent.
Ruth. What is wi′der?
Jane. This cloth is wi′der.*

LESSON 80.

SPELLING.

Ha′lo	fu′el
La′va	su′et
Sa′go	ru′in
Ze′ro	deny′†
He′ro	defy′
Ve′to	espy′

LESSON 83.

Ruth. Who is a ri′der?
Jane. Fran′ces Knox.
Ruth. Who is a di′ver?
Jane. Han′nah Jones.
Ruth. What is fi′ner?
Jane. This cloth is fi′ner.*

LESSON 82.

Ar′id	ac′me
Ug′ly	ar′my
Un′do	at′om
Al′ly	ax′is
En′vy	ex′it
Go′ry	ty′ro

LESSON 85.

Ruth. Who is a ty′ro?
Jane. Any learn′er.
Ruth. Name one?
Jane. Hel′en Dow.
Ruth. De′fine ex′it?
Jane. It means to de′part.

LESSON 84.

Ma′ker	fi′ner‡
Ba′ker	di′ver
Wa′fer	ri′der
Pa′per	wi′der
Ga′zer	vi′per
Ca′per	ri′per

* Than that, i. e. that apple; or, as the case may be, that cloth.
† *Y* ending an accented syllable takes the long sound of *i*.
‡ *E* before a final *r*, usually takes the sound of *u*.
Note.—Let the pupil begin with *Halo*, and write for a home-lesson each word in the first column in a simple sentence.

LESSON 86.*

cap	cape,	pa′rent	pat′ent,
man	mane,	cha′ry	char′i ty,
scrap	scrape,	an′ger	an′gel,
sham	shame,	cam′let	cam′bric,
van	vane,	am′ber	cham′ber
tap	tape,	man′gle	man′ger,
pan	pane,	stran′gle	stran′ger,

LESSON 87.*

glad	glade,	dan′gle	dan′ger,
gat	gate,	ran′cour	ran′ging,
Sa′tan	sat′in,	pas′ty	pas′try,
la′tent	lat′in,	them	theme,
all	al′ley,	mass	mas′sive,
hall	hal′low,	fa′ther	rath′er,
call	cal′low,	pall	pal′let,

LESSON 88.*

fall	fal′low,	wall	wal′let,
tall	tal′ly,	squall	squal′id,
ball	bal′lot,	gall′ing	gal′lant,
gall	gal′lon,	ex′alt	al′ti tude,
far	far′row,	ap′pal	ca′nal,
car	car′ry,	was	wax,
tar	tar′ry,	wast	was′ted,
mar	mar′ry,	her	here,

* Different vowel sounds contrasted. The addition or omission of a letter often changes the meaning of a word. For a home-lesson let the pupil explain the meaning of the words in writing in simple sentences, like the following: *Jane.* What did Anne buy? *Ruth.* The *cap* and the *cape.* The *man* fixed the *mane.*

LESSON 89.*

din	dine,	pi′lot	pil′lage,
chin	chime,	child′ish	chil′dren,
quit	quite,	wild′er	wil′der,
rid	ride,	mild′ness	mil′dew,
rip	ripe,	kind′ly	kin′dle,
shin	shine,	kind′er	hin′der,
sir	sire,	sy′phon	syr′inge,

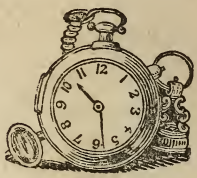
LESSON 90.*

fir	fire,	pri′or	prim′er,
thin	thine,	pri′va cy	priv′a cy,
twin	twine	sti′fle	stiff′ly,
spit	spite,	spi′ny	spin′age,
trip	tripe,	ri′val	riv′el,
hid	hide,	pri′vate	priv′y,
sit	site,	mi′nor	min′ute,

LESSON 91.*

kin	kine,	li′ning	lin′en,
rob	robe,	for′feit	for′age,
nod	node,	ex hort′	im port′,
rot	rote,	re cord′	af ford′,
dot	dote,	en gross′	em boss′
hop	hope,	o′ral	mor′al,
rod	rode,	or′gan	or′ange,
con	cone,	o′ri ent	or′i fice,

* Different vowel sounds contrasted. The addition or omission of a letter often changes the meaning of a word. Model for home-lesson. They *dine* amid the *din*. Their *pillage* was taken by the *pilot*, &c.



LESSON 92.*

mo′dal	mod′el,	sor′did	sor′ry,
no′tice	nov′ice,	tor′ment	tor′rid,
fo′rum	for′est,	roll′ing	lol′ling,
flo′rist,	flor′id,	tro′phy	proph′et,
en rol′	ex tol′,	so′rel	sor′rel,
huge	hug,	pu′ny	pun′ish,

LESSON 93.*

plum	plume,	rud′dy	rude′ly,
tub	tubes,	rub′bish	ru′by,
us	use,	rud′der	ru′der,
tuns	tunes,	pul′py	pul′pit,
curs	cures,	put′ty	put′ting,
de mur′	de′mure,	ful′ness	ful′some

LESSON 94.*

re cur′	se cure′,	du′cal	duc′at,
hath	path,	sa′vor	sav′age,
hall	shall,	e′pact	ep′ic,
malt	shalt,	li′vre	liv′er,
have	shave,	but′ler	butch′er,
pis′tol	pis tole′,	fi′nis	fin′ish,

* Different vowel sounds contrasted. The addition or omission of a letter often changes the meaning of a word.

LESSON 95.*	LESSON 96.†	LESSON 97.*	LESSON 98.†
ah!	brass	ar'my	bar'on
far	glass	art'ful	bar'ren
star	pass	fa'ther	bar'rel
barb	asp	bra'vo	car'ol
garb	clasp	ar'bor	ar'id
hard	grasp	ar'mor	har'ass
yard	ask	far'mer	lar'um
barge	bask	dar'ling	par'ish
large	flask	gar'land	car'at
charge	chaff	gar'ment	tar'iff
targe	staff	bar'ley	tar'ry
ark	raft	par'ley	mar'ry
shark	craft	pars'ley	clar'et
spark	shaft	star'ry	gar'ret
arm	waft	par'lor	car'rot
farm	cast	har'bor	nar'row
harm	past	car'pet	spar'row
charm	fast	mar'ket	har'i er
barn	mast	scar'let	bar'ri er
yarn	vast	var'let	car'ri er
harp	blast	har'ness	ar'rant
snarl	grant	har'vest	ar'ras
carve	slant	tarn'ish	bar'rack
starve	chance	var'nish	ar'a ble
march	dance	ar'cher	par'a ble
parch	prance	bar'ber	par'o dy

* Illustrating the 3d sound of *a*. † Illustrating the 2d sound of *a*.

LESS. 99.*	LESSON 100.*	LESS. 101.*	LESSON 102.*
Vil'la	Mel'on	An'y	Be'gan
vis'ta	ven'om	man'y	tre pan'
stig'ma	fel'on	lil'y	be get'
sen'na	an'them	lev'y	be set'
mim'ic	max'im	spon'gy	com mit'
crit'ic	mus'lin	pit'y	re fit'
viv'id	nap'kin	en'try	se dan'
liv'id	pil'lar	pan'try	di van'
tim'id	cum'ber	sen'try	fo ment'
vap'id	ram'bler	gen'try	re lent'
peb'ble	ant'ler	sun'dry	de ter'
treb'ble	ten'or	al'ley	con fer'
mid'dle	lep'er	gal'ley	com pel'
cat'tle	ser'pent	mis'tress	an nul'
cor'al	pres'ent	dis'tant	re vert'
vas'sal	tor'rent	ab'sent	re cess'
ves'sel	bal'last	ad'junct	ad dress'
ver'nal	ver'tex	prov'ost	de fend'
lev'el	ped'ant	prov'erb	ex tend'
nov'el	ten'ant	nig'gard	a lert'
pan'el	tal'ent	slug'gard	con vert'
rev'el	vis'it	mus'tard	oc cult'
tra'vel	slan'der	stam'mer	in sult'
grav'el	vint'ner	gram'mar	an nex'
vig'il	a dult'	sur'plus	per plex'
lin'en	tab'ret	in'fant	af fix'

* Words of two syllables illustrating the short sounds of the vowels.

LESS. 103.*	LESSON 104.*	LESSON 105.*	LESS. 106.*
E'ra†	Bri'ny†	La'bor†	Pa rade'†
hy'dra	dra'per	o'dor	bro cade'
stra'ta	sli'der	va'por	re plete'
sto'ic	o'mer	tu'mor	se crete'
mu'sic	tre'mor	fa'vor	u nite'
Cu'pid	tu'tor	sa'vor	in vite'
flu'id	pu'pil	fo'cus	con dole'
ca'ble	the'sis	cro'cus	ca jole'
tri'fle	ty'rant	fa'mous	per fume'
ti'tle	va'grant	pi'ous	re sume'
bu'gle	flu'ent	fi'brous	de scry'
fe'ver	a'pex	po'rous	im ply'
le'ver	o'nyx	por'tal	de fame'
me'tre	o'vert	for'tress	in flame'
lu'cre	se'cret	sport'ing	re cede'
tri'al	lo'cust	jolt'ing	co here'
o'pal	e'dict	hast'ed	be tide'
mu'ral	ha'tred	tast'ed	de cide'
fa'tal	a'corn	bind'ing	dis pose'
na'tal	ca'dence	wild'ly	en close'
pa'pal	du'rance	kind'ly	se cure'
na'sal	gra'tis	forg'er	al lure'
le'gal	ze'nith	re port'	en sure'
re'gal	de'mon	im port'	ex hale'

* Words of two syllables illustrating the long sounds of the vowels.
† A vowel accented always has its long sound.
Note. Name some other words, not in this lesson, in which *a* has its long sound. e, i, o, u.

LESS. 107.*	LESSON 108.*	LESSON 109.*	LESS. 110.*
Dove	tongue	broth′er	bom′bast
love	sponge	come′ly	poth′er
glove	worm	love′ly	shov′el
shove	moth′er	cov′er	slov′en
one	noth′ing	cov′et	smoth′er
done	thor′ough	doz′en	stom′ach
son	wor′thy	gov′ern	wont′ed
ton	wor′ry	hov′er	wor′ship
won	com′frey	pom′mel	com′ing
world	mon′key	king′dom	com′pass
work	meth′od	gal′lop	com′fort
ov′en	plov′er	gal′lon	con′jure
front	cas′tor	spon′ger	hon′ey
wort	col′or	wis′dom	mon′ey
word	com′fit	ser′mon	lay′ing
bomb	a bove′	ar′bor	pack′er
worse	af front′	har′bor	mock′er
dost	mam′moc	mon′grel	cov′ey

* Words in which o has the short sound of u.

LESS. 111.*	LESSON 112.†	LESSON 113.‡	LESS. 114.§
g hard.	g soft.	& o short.	u long.
A′gue	A′gent	Wad′ding	Rul′er
ar′gue	ar′gent	nod′ding	rude′ly
rig′our	rig′id	wad′dle	ru′ral
rig′ging	frig′id	cod′le	ruth′less
rug′ged	tur′gid	wal′low	ru′in
brig′and	re′gent	fol′low	rue′ful
gan′der	gen′der	wan′der	tru′ant
gas′tric	ges′ture	pon′det	tru′ism
gid′dy	gib′lets	wan′ton	pru′dent
gim′let	gin′ger	con′trast	pru′dish
gew′gaw	dig′it	war′rant	bru′tal
gir′dle	gin′gle	tor′rent	fru′gal
girl′ish	gip′sy	wat′tle	cru′el
giz′zard	gig′ot	bot′tle	cru′et
gig′gle	gim′crack	was′sail	cruis′er
gam′bol	pun′gent	fos′sil	dru′id
fog′gy	spun′gy	quar′rel	fruit′ful
shag′gy	cler′gy	sor′rel	gru′el
drug′get	bud′get	quan′tum	con′strue
gor′gon	gor′get	nos′trum	im brue′
tar′get	bar′ges	swad′dle	un true′
wag′gish	mag′ic	sol′id	in trude′
crag′gy	trag′ic	squal′id	ob trude′

* Illustrates the hard sound of *g*.
† Illustrates the soft sound of *g*.
‡ Illustrates that *a* sometimes has the short sound of *o*.
§ Illustrates the long sound of *u*.

LESSON 115.*	LESSON 116.*	LESSON 117.†	LESSON 118.‡
Cant	Cop'y	Dose	Dai'sy
cent	cit'y	goose	clum'sy
cull	can'to	base	pal'sy
cell	cen'to	ba'sis	flim'sy
coal	cav'il	cri'sis	pan'sy
ceil	civ'il	tip'sy	tan'sy
rack	can'cer	trick'sy	quin'sy
race	cen'sor	fan'ta sy	phren'sy
pack	can'ter	her'e sy	whim'sey
pace	cen'tre	po'e sy	jer'sey
lack	cus'tom	ar'go sy	ker'sey
lace	cyg'net	cau'sey	re sent'
fact	ca'ter	cause'way	re side'
face	ce'dar	re seat'	re sort'
trick	lo'cal	re sign'	re serve'
trice	can'cel	re sa lute'	re sign'
scan	lyr'ic	re search'	re sist'
scene	sau'cy	re source'	re solve'
scant	cir'cus	dis abuse'	re sound'
scent	cro'cus	dis annul'	re sume
core	scat'ter	dis array'	re semble
cere	scep'tre	dis belief'	res'i dence
scathe	scan'dal	dis card'	re sid'u al

* In Lessons 115 and 116 the first and third words, and so on to the end of the Lessons, represent the hard sound of *c*, as in *k*. The other words the soft sound as in *s*.

† Illustrating the sharp sound of *s*.

‡ Illustrating the flat sound of *s*.

Note. *S* has two sounds; one sharp and hissing as in *this*. the other flat and buzzing as in *is*; these two sounds must be carefully distinguished.

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LESSON 119.*	LESSON 120.†	LESSON 121.‡	LESSON 122.ʔ
Em′met	Per′fect	Con di′tion	Na′tion
im′age	pre′fect	se di′tion	sta′tion
em′press	per′fume	vo li′tion	fac′tion
im′press	pre dict′	mu ni′tion	frac′tion
em pale′	per vade′	nu tri′tion	sanc′tion
im mure′	pre vail′	pe ti′tion	unc′tion
em prise′	per verse	fru i′tion	func′tion
im bibe′	pre serve′	tu i′tion	junc′tion
en list′	per mit′	sus pi′cion	lo′tion
in sist′	pre mise′	vi′cious	po′tion
en gage′	per tain′	ju di′cious	cap′tion
in duce′	pre tend′	offi′cious	op′tion
en′trance	per spire′	sus pi′cious	por′tion
in′cense	pre′fer	ca pri′cious	cau′tion
en′ter	per′son	ju di′cial	men′tion
in ter′	pre′cept	offi′cial	pen-sion

* To illustrate that *em* and *en* should not be pronounced *im* and *in* and the reverse.

† To illustrate the difference between *per* and *pre*.

‡ To show that *i* before *ti* and *ci* should be pronounced *sh*

ʔ To show that *tion* should be pronounced *shun*.

LESSON 123.*	LESSON 124.*	LESSON 125.†	LESSON 126.‡
Road	Bead	Dum*b*	Com′pact
toad	mead	thum*b*	con′tract
goal	plead	com*b*	lit′i gant
shoal	year	clim*b*	vis′i tant
loaf	beak	de*b*t	as′pect
oath	bleak	dou*b*t	in′sect
loath	creak	su*b*tle	dis′trict
OAK	streak	*C*zar	prod′uct
soak	peal	muscle	ac′cent
cloak	veal	in dic*t*′	cres′cent
croak	seal	*g*nat	ver′dict
foam	zeal	*g*nash	case′ment
loam	seam	*g*narl	cere′ment
roam	gleam	si*g*n	vest′ment
loan	scream	phle*g*m	oint′ment
roan	team	*h*eir	tan′gent
groan	bean	*h*eir′ess	co′gent
hoar	glean	*h*on′est	lam′bent

* When two vowels come together the first should generally receive the long sound.

† To illustrate the use of silent letters.

‡ To show that final *t* should always be distinctly pronounced.

LYING.

LESSON 128.* LESSON 127.†

READING. SPELLING.

Ly'ing is ev'er a clear' ²mark marks?
of a sil'ly' child. Let the ²li'ar liars?
be ²boy or girl, man or wo'man, boys?
rich' or ²poor, it is quite the poor*er*?
same. All who know him ²look look*s*?
down up'on him with ²pity. pit*ies*?

LESSON 130. LESSON 129.

They put no ²trust in any'- trust*s*?
thing which he says, ev'en if ²it it*s*?
be true. If at any ²time he time*s*?
²stands in need of their help, stand*s*?
he may ²call to them in vain, call*s*?
for they will ²think his story think*s*?
false, or ²doubt the truth of it. doubt*s*?

LESSON 132. LESSON 131.

All lies of every ²kind are kind*s*?
bad. There is no such ²thing thing*s*?
as a white lie; every ²lie is lie*s*?
black. If you hurt any ²one one*s*?
by ²your lies, this to be sure, your*'s*?
makes the ²thing worse, in so wor*st*?
far as it is cru'el and ²ev'il. ev'il*s*?

* Let the pupil spell every word in all the reading lessons which have but one marginal column. The figure 2 before a word denotes that it is a primitive word, i. e. in its simplest form in our language, and the marginal column usually express the singular form of the verb, or the plural form of the noun. The words in the margin are generally derived from those marked by the figure.

† The words in this marginal column should be pronounced and spelled. The advanced scholars may put them into simple sentences.

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LESSON 134. LESSON 133.

READING. SPELLING.

But, ev'en if lies do no ²harm,	harm*s*?
they are ²still wick'ed. If you	still*s*?
²boast of do'ing any good thing,	boast*s*?
²which you have not done, this	which ?
is to cheat, and to take a ²mer'it,	mer'it*s*?
that is not ²due to you.	due*s*?

LESSON 136. LESSON 135.

If again you lie, to ²hide any	hide*s*?
²fault which you have done,	fault*s*?
this is to ²add fault to fault.	add*s*?
You may ²think, that it is no	think*s*?
evil to tell a lie, in ²order to	order*s*?
hide a fault done by some ²one.	one*s*?

LESSON 138. LESSON 137.

If you do ²think so, you are	think*s*?
very far ²wrong. The lie is	wrong*s*
still a lie, be the ²end for which	end*s*?
you have told it, ²what it may.	what ?
I do not ²say that you ought	say*s*?
to be glad to ²tell eve'ry fault,	tell*s*?
which any ²one has done.	one*s*?
Very far from ²it.	it*s*?

LESSON 140. READING.	LESSON 139. SPELLING.
When any ²per'son does	per'son*s*
²wrong you should be sor'ry.	wrong*s*?
But, when any ²one asks you	one*s* ?
as to what some one else ²has	ha*th* ?
done, ²speak out the plain	speak*s*?
truth, or else ²keep quiet.	keep*s* ?

LESSON 142.	LESSON 141.
It is ²right for you also to	right*s* ?
²know, that you may lie by	know*s* ?
nods or ²signs, as well as by	sign*er* ?
words. And you may ²lie, even	li'*ar* ?
when your words are ²true, if	tru*er* ?
you use them in such a ²way,	way*s* ?
as to ²make him who hears	make*s* ?
²take them up in a wrong sense.	take*s* ?

LESSON 144.	LESSON 143.
Thus, if I ²ask you if you	ask*s* ?
have not done a ²thing, which	thing*s* ?
I ²bade you do; and if you then	bade ?
²tell me, "Oh, it was done an	tell*s* ?
hour ago," and thus ²make me	make*s* ?
²think that it was you who did	think*s*?
it, while in ²truth it was done	truth*s* ?
by some ²one else; this tends to	one*s* ?
de'ceive, and is ²quite as bad as	quite ?
any ²other lie.	other*s* ?

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FINAL UNACCENTED SYLLABLES.*

LESSON 146. *'d*	LESSON 147. *'t*	LESSON 148. *ed*	LESSON 149. *'n*
Framed	Traced	Plated	Gladd*e*n
traced	wiped	minded	madd*e*n
forged	hoped	folded	hidd*e*n
robed	sloped	posted	burd*e*n
fused	duped	fluted	oft*e*n
fanned	lashed	added	soft*e*n
begged	pressed	blessed	bitt*e*n
dimmed	missed	winged	kitt*e*n
*w*ronged	tossed	*k*notted	smitt*e*n
stunned	nursed	studded	writt*e*n
blabbed	patched	landed	gott*e*n
edged	fetched	tended	rott*e*n
thrilled	pitched	stinted	sick*e*n
robbed	dropped	blotted	silk*e*n
marred	marked	carded	ov*e*n
warned	walked	warded	coz*e*n
formed	scorched	snorted	doz*e*n
gained	scraped	braided	wak*e*n
fawned	forked	vaulted	gold*e*n

* *E* is suppressed in the verbal termination *ed*, except when the verb ends in *t* or *d*. The *d* also often passes into *t*. The participal adjectives *blessed*, *cursed*, *winged*, ought always to be pronounced in two syllables. *E* is generally suppressed in the termination *en*, unless when preceded by *l*, *m*, *n* or *r*. Let the pupil write the primitive of each word in Lessons 146, 147, 148, and 149.

LESSON 150.*

*Ph*rase	S*ph*ere	PHIL'A DEL'PHIA
*ph*eas'ant	cam'*ph*or	*ph*i lan'thro py
pam'*ph*let	or'*ph*an	*ph*ys i ol'o gy
ci'*ph*er	*ph*y'sic	*ph*ys i og'no my
tro'*ph*y	ep i ta*ph*'	at mos *ph*er'i cal
eu'*ph*ony	al'*ph*a'bet	hy dro *ph*o'bi a
so*ph*'ist	ser'a*ph*	lex i cog'ra *ph*er

LESSON 151.

lym*ph*	lym *ph*atic	*ph*i lo so*ph*'i cal
*ph*œ'nix	*ph*ren'sy	*ph*ra se ol'o gy
pro*ph*'et	pro phet'ic	par a *ph*er'na lia
tri'um*ph*	trium'*ph*ant	typ o gra*ph*'ic
*ph*an'tom	*ph*y'sician	bi og'ra *ph*er
tel'egra*ph*	*ph*a'lanx	met a *ph*hys'ic
*ph*æ'ton	*ph*o'netic	or thog'ra *ph*y

* *Ph* always has the sound of *f* except in Ste*ph*en where it has the sound of *v*. If the pupils are backward these lessons may be omitted.

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LESSON 152.*

E*ch*'o	Cat'e *ch*ism	Harp'si *ch*ord
e'po*ch*	*ch*am'o mile	eu *cha*'rist
cho'rus	cat'e *ch*ist	ma*ch*'i nate
chi'an	cat'e *ch*ise	or'*ch*es tre
*ch*em'ist	*ch*ar'ac ter	pa'tri ar*ch*
*ch*hal dee	bac *cha* nal	sac'*cha* rine

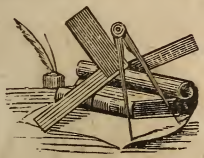
LESSON 153

Ar'*ch*ives	Ar'*chi* type	Ar'*chi* tect
an'*cho*r	an'ar *chy*	*chi*'me ra
s*ch*ool	al'*chy* my	*cha*'me lion
lo*ch*	te'trar*ch*	*cha*'ot ic
*ch*yme	tro'*ch*ee	me *ch*an'ic
*ch*yle	s*cho*o' ner	s*chol*'ar

LESSON 154.

A*ch*e	Stom'a*ch*	*Cha*'lyb eate
*ch*asm	*cho*r'is ter	mel'an *chol* ly
*ch*ord	mas'ti*ch*	ol'i gar *chy*
chol'er	mon' ar*ch*	syn'ec do*ch*e
cho' ral	ar'*chi* trave	s*cho*'las tic
cho' roid	bra*ch*' i al	la*ch* ry mal

* *Ch* has the sound of *k* before a vowel, or at the end of a syllable. *Ch* retains its original sound of *sh* in all words derived from the French language.



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PART II.

LESSON 1.*

Peter. Is it a Rod or a Pen? A wl.

John. You see it is a Pen. B at.

Peter. Is the fly in the net? C at.

John. No; it is in the pan. D oe.

Peter. Is the bug in the rug? E ye.

John. No; it is in the vat. F ox.

LESSON 2.*

Mary. Is the fly in the tea? G oat.

Sarah. No; it is in the pie. H at.

Mary. Is the hub in the rut? I nn.

Sarah. Yes; it is a bad job. J ug.

Mary. Did Job cut his big lip? K ey.

Sarah. Yes; it was an odd way. L ine.

* Let the pupils read these Lessons as dialogues, and spell every word. What is the difference between the meaning of *jŏb* and *Jōb*?

LESSON 7.

Henry.	*Is the lad on the nag?*	*Man.*
John.	*Yes; I see he is.*	*Net.*
Henry.	*Is the Eel in the net?*	*Owl.*
John.	*The eel is in the tub.*	*Pin.*
Henry.	*Is the cow in the pen?*	*Quart.*
John.	*I saw her on the lea.*	*Roe.*

LESSON 8.

Eliza.	*Is the hen in the mud?*	*Sun.*
Ann.	*I saw her on the hay.*	*Top.*
Eliza.	*Is the oil on the pad?*	*Urn.*
Ann.	*No; it is on the tug.*	*Vane.*
Eliza.	*Did he eat the new hop?*	*Wolf.*
Ann.	*No; it is on the rod.*	*Fox.*
Eliza.	*Was the oar in the bay?*	*Yoke.*
Ann.	*We put it on the hay.*	*Zebra*

LESSON 5.*

Horatio. What do you see with?

David. With my eyes.

Horatio. What do you hear with?

David. With my ears.

Horatio. What do you talk with?

David. With my tongue?

LESSON 6.

Thomas. What do you smell with?

Andrew. With my nose.

Thomas. What do you walk with?

Andrew. With my feet.

Thomas. What do you feel with?

Andrew. With my hands.

Thomas. What do you play with?

Andrew. With my kite.

* These Lessons should be read as dialogues, and every word spelled.

LESSON 8.		LESSON 7.	
Prow	Stern	Hot	Cold
New	Old	Death	Life
Good	Bad	Night	Wrong
North	South	Rich	Poor
High	Low	Wild	Tame
Long	Short	Old	Young

LESSON 10.		LESSON 9.	
Buy	Sell	Day	Night
Boy	Girl	Sing	Swim
Bless	Curse	Slow	Fast
Fire	Ice	Scold	Praise
Grief	Joy	Sew	Nip
Snow	Rain	Sheep	Wake

LESSON 11.*

Teacher pronounces. 4th pupil spells.	1st pupil spells. Did peg, &c.	2d pupil spells. Continues to peg, &c.	3d pupil spells. The person who pegs, &c.
SHIP‡ *Peg*†	Peg'*ged*	Peg'*ging*	Peg'*ger*
blot *plat*	plat'*ted*	plat'*ting*	plat'*ter*
fan *drop*	drop'*ped*	drop'*ping*	drop'*per*
brag *plug*	plug'*ged*	plug'*ging*	plug'*ger*
chat *prop*	prop'*ped*	prop'*ping*	prop'*per*
chop *shed*	shed'*ded*	shed'*ding*	shed'*der*
clog *skin*	skin'*ned*	skin'*ning*	skin'*ner*
club *skip*	skip'*ped*	skip'*ping*	skip'*per*

LESSON 12.*

drag	*slam*	slam'*med*	slam'*ming*	slam'*mer*
rot	*slap*	slap'*ped*	slap'*ping*	slap'*per*
fret	*slip*	slip'*ped*	slip'*ping*	slip'*per*
grub	*snap*	snap'*ped*	snap'*ping*	snap'*per*
rob	*plan*	plan'*ned*	plan'*ning*	plan'*ner*
drum	*sin*	sin'*ned*	sin'*ning*	sin'*ner*
plot	*snag*	snag'*ged*	snag'*ging*	snag'*ger*
stop	*mop*	mop'*ped*	mop'*ping*	mop'*per*

* RULE.—Words which have the last syllable accented, and end with a single consonant preceded by a single vowel, on receiving any augment or syllable beginning with a vowel double the final consonant on receiving the augment or syllable. Home-exercise to be written—"We shipped the beggar. They blotted the plan, &c."

† It is intended for the teacher to give out peg. The first pupil spells *pegged*, the second *pegging*, the third *pegger*, the fourth then spells *peg*.

‡ When the teacher pronounces ship, the first word to spell is shipped, second shipping, third shipper, fourth ship. Hence it appears that when the teacher pronounces one word four words are to be spelled by the pupils. This plan keeps the pupils constantly on the look out, and makes the spelling lesson as interesting and exciting as play.

LESSON 13.*

	3d pupil spells. Teacher pronounces.	1st pupil spells. Did Control.	2d pupil spells. Continues to Control
Re cur′†	*Con trol′*	Con trol′*led*	Con trol′*ling*
de coy′	*de mur′*	de mur′*red*	de mur′*ring*
pa trol′	*re gret′*	re gret′*ted*	re gret′*ting*
tre pan′	*a bet′*	a bet′*ted*	a bet′*ting*
ad mit′	*an nul′*	an nul′*led*	an nul′*ling*
a ver′	*be dim′*	be dim′*med*	be dim′*ming*
com mit′	*com pel′*	com pel′*led*	com pel′*ling*
con cur′	*con fer′*	con fer′*red*	con fer′*ring*

LESSON 14.*

De bar′	*De fer′*	De fer′*red*	De fer′*ring*
de ter′	*dis pel′*	dis pel′*led*	dis pel′*ling*
dis til′	*e mit′*	e mit′*ted*	e mit′*ting*
ex cel′	*ex pel′*	ex pel′*led*	ex pel′*ling*
ex tol′	*im pel′*	im pel′*led*	im pel′*ling*
in cur′	*in fer′*	in fer′*red*	in fer′*ring*
in stil′	*in ter′*	in ter′*red*	in ter′*ring*
oc cur′	*o mit′*	o mit′*ted*	o mit′*ting*
re mit′	*re pel′*	re pel′*led*	re pel′*ling*

* See the rule for spelling at the bottom of the 47th page.

† When recur is given out let the first pupil spell recurred, second recurring, and the third recur. See the Introduction 3d page.

LESSON 15.*

Teacher pronounces. 4th pupil spells.	1st pupil spells. Did bank.	2d pupil spells. Continues to bank.	3d pupil spells. Does bank.†
Band‡ *Bank*	Bank*ed*	Bank*ing*	Bank*s*
barb *bark*	bark*ed*	bark*ing*	bark*s*
belt *bend*	bend*ed*	bend*ing*	bend*s*
bolt *bump*	bump*ed*	bump*ing*	bump*s*
block *burn*	burn*ed*	burn*ing*	burn*s*
camp *card*	card*ed*	card*ing*	card*s*
shell *curb*	curb*ed*	curb*ing*	curb*s*
crum*b* *dock*	dock*ed*	dock*ing*	dock*s*

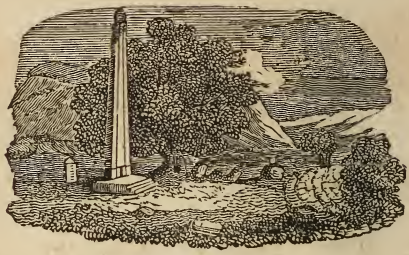
LESSON 16.*

Farm	*Ford*	Ford*ed*	Ford*ing*	Ford*s*
help	*herd*	herd*ed*	herd*ing*	herd*s*
hint	*nick*	nick*ed*	nick*ing*	nick*s*
husk	*jerk*	jerk*ed*	jerk*ing*	jerk*s*
lift	*lard*	lard*ed*	lard*ing*	lard*s*
land	*puff*	puff*ed*	puff*ing*	puff*s*
lath	*link*	link*ed*	link*ing*	link*s*
pa*l*m	*pant*	pant*ed*	pant*ing*	pant*s*

* Words ending with two consonants remains unaltered upon assuming any additional augment or syllable, except words in double *ll*, which usually drop one *l* before taking a syllable beginning with a consonant. *Er* added to words means *did*. *Ing* means *continues to*.

† Or more than one *s* is always the sign of the plural form of the noun, or the singular form of the verb.

‡ After spelling the words in *italics*, the next column may be given out in the same way, the 1st pupil will spell band*ed*, the 2d band*ing*, the 3d band*s*, and the 4th band.



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LESSON 17.*

Faint	*Mild*	Milder	Mildest	Mildness†
old	*dark*	darker	darkest	darkness
apt	*lank*	lanker	lankest	lankness
damp	*fond*	fonder	fondest	fondness
quaint	*kind*	kinder	kindest	kindness
bold	*hard*	harder	hardest	hardness
sharp	*rank*	ranker	rankest	rankness
black	*soft*	softer	softest	softness

LESSON 18.*

Soft	*Sound*	Sounder	Soundest	Soundness
numb	*light*	lighter	lightest	lightness
slight	*high*	higher	highest	highness
blind	*cold*	colder	coldest	coldness
gross	*harsh*	harsher	harshest	harshness
smart	*frank*	franker	frankest	frankness
slack	*fresh*	fresher	freshest	freshness
prompt	*blunt*	blunter	bluntest	bluntness
rich	*sick*	sicker	sickest	sickness

* See the rule for spelling at the bottom of page 46. In the same way when the teacher pronounces *faint* the first pupil spells fainter, the second faintest, the third faintness, and the fourth *faint*.

Definitions applied—[home lessons]—The man was *faint* but *mild*. James saw the *old dark* crow, &c.

†The pupil may also spell the adverbs which are formed from the adjectives on this page by adding *ly*.

LESSON 19.*

Teacher pronounces.†	4th pupil spells. Teacher pronounces.	1st pupil spells.	2d pupil spells.	3d pupil spells.
Beam	*Hook*	Hook'*ed*	Hook'*ing*	Hook*s*
bump	*camp*	camp'*ed*	camp'*ing*	camp*s*
bung	*burn*	burn'*ed*	burn'*ing*	burn*s*
cuff	*pick*	prick'*ed*	prick'*ing*	pick*s*
card	*heap*	heap'*ed*	heap'*ing*	heap*s*
coat	*coil*	coil'*ed*	coil'*ing*	coil*s*
seed	*heat*	heat'*ed*	heat'*ing*	heat*s*
part	*leap*	leap'*ed*	leap'*ing*	leap*s*

LESSON 20.*

talk	*suit*	suit'*ed*	suit'*ing*	suit*s*
reel	*sign*	sign'*ed*	sign'*ing*	sign*s*
root	*roar*	roar'*ed*	roar'*ing*	roar*s*
roll	*rock*	rock'*ed*	rock'*ing*	rock*s*
need	*want*	want'*ed*	want'*ing*	want*s*
walk	*wish*	wish'*ed*	wish'*ing*	wish*es*
yell	*yawn*	yawn'*ed*	yawn'*ing*	yawn*s*
toil	*seat*	seat'*ed*	seat'*ing*	seat*s*

* Rule.—If the final consonant is not preceeded by a single vowel, or if the last syllable be not accented, the consonant is not doubled when a syllable is added.

† When the teacher gives out beam, the 1st pupil spells beamed, the 2d beaming, the 3d beams, and the 4th beam, and so on down the column and through the class. Home-exercise, the Cow *hooked* the Sheep. For the meaning of *ed* and *ing* when added to words see notes page 55.

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LESSON 21.*

	Teacher pronounces	Did pace &c. 1st pupil spells.	Continues to pace &c. 2d pupil spells.	The one who paces &c. 3d pupil spells.
Paste†	*Pave*	Pav′*ed*	Pa′v*ing*	Pav′*er*
scrape	*shoe*	sho′*ed*	sho′*ing*	sho′*er*
snore	*skate*	skat′*ed*	skate′*ing*	skat′*er*
hire	*hoe*	ho′*ed*	hoe′*ing*	ho′*er*
dine	*bake*	bak′*ed*	bake′*ing*	bak′*er*
gaze	*hate*	hat′*ed*	hate′*ing*	hat′*er*
force	*lodge*	lodg′*ed*	lodge′*ing*	lodg′*er*
serve	*praise*	prais′*ed*	prais′*ing*	prais′*er*

LESSON 22.

prove	*trade*	trad′*ed*	trad′*ing*	trad′*er*
snore	*rule*	rul′*ed*	rule′*ing*	rul′*er*
use	*tune*	tun′*ed*	tune′*ing*	tun′*er*
live	*sue*	su′*ed*	sue′*ing*	su′*er*
judge	*cage*	cag′*ed*	cage′*ing*	cag′*er*
cure	*file*	fil′*ed*	file′*ing*	fil′*er*
hone	*pace*	pac′*ed*	pace′*ing*	pac′*er*
rake	*race*	rac′*ed*	race′*ing*	rac′*er*

* When any augment or syllable, beginning with a vowel, is added to a word ending with *e*, the final *e* is omitted.

† When the teacher pronounces *paste*, the 1st pupil spells *pasted*, the 2d *pasting*, the 3d *paster*, and the 4th *paste*. Home-exercise, the *paver paved* the street, &c.

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LESSON 23.*

	Teacher pronounces.	1st Pupil spells and defines.	2d Pupil spells and defines.
Guile	*Shame*	Shame'*ful*†	Shame'*less*‡
care	*peace*	peace'*ful*	peace'*less*
change	*grace*	grace'*ful*	grace'*less*
hate	*waste*	waste'*ful*	waste'*less*
hope	*use*	use'*ful*	use'*less*
tune	*verge*	verge'*ful*	verge'*less*
spite	*wake*	wake'*ful*	wake'*less*

LESSON 24.*

Pale	Rude	*Gen'tle*	Gen tle'*ness*§
base	same	*nim'ble*	nim ble'*ness*
bare	scarce	*po'lite*	po lite'*ness*
course	hoarse	*pen'sive*	pen sive'*ness*
fierce	ripe	*per'verse*	per verse'*ness*
like	sparse	*mo'rose*	mo rose'*ness*
tierce	chaste	*no'ble*	no ble'*ness*
blithe	large	*ob'scure*	ob scure'*ness*

* When an augment or syllable beginning with a consonant is added to a word ending with *e*, the final *e* is usually retained.

† The syllable *ful* adds its own meaning to the words to which it is joined, as shame*ful*, full of shame; care*ful*, full of care, &c.

‡ *Less* added to a word means the same as not, or without, as shame*less*, without shame; care*less*, without care, &c.

§. *Ness* added to a word means *quality*, or *state of being, or that which*, as gentle*ness*, state of being gentle, or that which is gentle. Rude*ness*, that which is rude, &c. Home-exercise, the *shameless* fellow led a life of *guile* and misery, &c. His great *care* was to live in *peace*.

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LESSON 25.*

Teacher pronounces. 2d Pupil spells.		1st Pupil spells.
Ar′te ry†	Ar′mo ry	Ar′mo *ries*
as′sem bly	bal′co ny	bal′co *nies*
bat′ter y	bur′gla ry	bur′gla *ries*
cal′um ny	cav′i ty	cav′i *ties*
char′i ty	cour′te sy	cour′te *sies*
de′i ty	di′a ry	di′a *ries*
dig′ni ty	ef′fi gy	ef′fi *gies*
en′e my	fac′to ry	fac′to *ries*
fam′i ly	fac′ul ty	fac′ul *ties*

LESSON 26.

Fel′o ny	Flat′ter y	Flat′ter *ies*
foun′der y	for′ger y	for′ger *ies*
gal′ler y	fruit′er y	fruit′er *ies*
glos′sa ry	gran′a ry	gran′a *ries*
his′to ry	in′ju ry	in′ju *ries*
*J*eal′ous y	li′bra ry	li′bra *ries*
leg′a cy	lib′er ty	lib′er *ties*
lot′ter y	lux′u ry	lux′u *ries*
qual′i ty	van′i ty	van′i *ties*

* Rule.—Words ending with *y* preceded by a consonant change *y* into *i* before taking an additional syllable, except when the addition is *ing*, *ist*, *s*, and *y* preceded by a vowel are not changed.

† When the teacher pronounces *Artery*, the 1st pupil will spell *arteries*, the 2d *artery*. Home-exercise, *Armories* are closed in time of peace, and so on.

LESSON 32.*

Teacher pronounces	1st pupil spells.	2d pupil spells.	3d pupil spells.
Ob'eys§	*Mind*	Mind'*ed*†	Mind'*ing*‡
par'ry	*fend*	fend'*ed*	fend'*ing*
shel'ter	*screen*	screen'*ed*	screen'*ing*
rid'dle	*rend*	rend'*ed*	rend'*ing*
strug'gle	*stroll*	stroll'*ed*	stroll'*ing*
scat'ter	*strew*	strew'*ed*	strew'*ing*

LESSON 33.

scam'per	*de part'*	de part'*ed*	de part'*ing*
stag'ger	*reel*	reel'*ed*	reel'*ing*
shad'ow	*cloud*	cloud'*ed*	cloud'*ing*
sur'vey	*view*	view'*ed*	view'*ing*
ut'ter	*talk*	talk'*ed*	talk'*ing*
a'vow	*own*	own'*ed*	own'*ing*

LESSON 34‖

fil'ter	*strain*	strain'*ed*	strain'*ing*
en'tomb	*in'ter*	in'terr *ed*	in'ter *ing*
fur'nish	*e'quipt*	e'quipp *ed*	e'quipp *ing*
mar'vel	*won'ders*	won'der *ed*	won'der *ing*
re'bel	*re'volt*	re'volt *ed*	re'volt *ing*
a'bet	*as'sist*	as'sist *ed*	as'sist *ing*

* See rule for spelling bottom of the 51st page.

† *Ed* added to a word usually means *did*, as mind*ed*, did mind.

‡ *Ing* added to a word usually means *continues to*, as mind*ing*, continues to mind.

§ The 4th pupil spells *obey*, the 5th *obeyed*, the 6th *obeying*.

Encourage the pupils to add other augments or syllables, as mind*s*, mind*ful*, obey*s*, obey*er*, and so on with each word in the two left hand columns. Home exercise, the horses *mind* the boy while he *obeys* his parents, and so on with each word.

‖ See rules for spelling on 47th page.

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Teacher pronounces.	Pupil pronounces, Spells and Defines.	Did Warm, &c. 2d Pupil pronounces and Spells.	Continues to warm &c. 3d Pupil pronounces and Spells.	Does Warm, &c. 4th Pupil pronounces and Spells.*
		LESSON 29.*		
Bask	*Warm*	Warm*ed*	Warm*ing*	Warm*s*
Calm	*Still*	Still*ed*	Still*ing*	Still*s*
Champ	*Chew*	Chew*ed*	Chew*ing*	Chew*s*
Ask	*Talk*	Talk*ed*	Talk*ing*	Talk*s*
Daub	*Smear*	Smear*ed*	Smear*ing*	Smear*s*
Earn	*Gain*	Gain*ed*	Gain*ing*	Gain*s*
		LESSON 30.		
Flout	*Flirt*	Flirt*ed*	Flirt*ing*	Flirt*s*
Glow	*Flush*	Flush*ed*	Flush*ing*	Flush*s*
Guard	*Watch*	Watch*ed*	Watch*ing*	Watch*s*
Grope	*Feel*	Feel*ed*	Feel*ing*	Feel*s*
Ooze	*Flow*	Flow*ed*	Flow*ing*	Flow*s*
Adorn	*Grace*	Grac*ed*	Grac*ing*	Grace*s*
		LESSON 31.		
Ap′pal	*Fright*	Fright*ed*	Fright*ing*	Fright*s*
Be′rate	*Scold*	Scold*ed*	Scold*ing*	Scold*s*
Ban′quet	*Feast*	Feast*ed*	Feast*ing*	Feast*s*
Es′cort	*Guard*	Guard*ed*	Guard*ing*	Guard*s*
Fa′vor	*Aid*	Aid*ed*	Aid*ing*	Aid*s*
Pick	*Cull*	Cull*ed*	Cull*ing*	Cull*s*
La′ther	*Foam*	Foam*ed*	Foam*ing*	Foam*s*

* See the rule for spelling at the bottom of the 51st page.

† The fifth pupil pronounces and spells Bask, the word pronounced by the Teacher, the sixth pupil Bask*ed*, the seventh pupil Bask*ing*, the eighth pupil Bask*s*; hence when the teacher pronounces a word the first scholar spells its synonym, or word conveying a similar idea, which is printed in italics, the derivatives thereof, then the fifth pupil pronounces and spells the primitive word *Bask*, pronounced by the teacher, and the sixth, seventh, and eighth spell its derivatives, Bask*ed*, Bask*ing*, and Bask*s*. The teacher, by giving out one word, causes eight words to be spelled by the class. Home-exercise, He was *Basking* in the sun while they were *warming* by the fire. It will be well for the pupil at each lesson to tell the difference in meaning between some of the words in the same line in the two left hand columns.

LESSON 27.*

6th Pupil spells. Teacher pronounces.	1st Pupil spells. Did air, &c.†	2d Pupil. Continues to air, &c.	3d Pupil. Does air, &c.†	4th Pupil. The person who airs, &c.?	5th Pupil. Without air &c.‖
Air	Air*ed*	Air*ing*	Airs	Air*er*	Air*less*
Blind	blind*ed*	blind*ing*	blinds	blind*er*	blind*less*
Color	color*ed*	color*ing*	colors	color*er*	color*less*
Dread	dread*ed*	dread*ing*	dreads	dread*er*	dread*less*
End	end*ed*	end*ing*	ends	end*er*	end*less*
Fear	fear*ed*	fear*ing*	fears	fear*er*	fear*less*

LESSON 28.

Act	Act*ed*	Act*ing*	Acts	Act*er*	Act*less*
Help	help*ed*	help*ing*	helps	help*er*	help*less*
Aim	aim*ed*	aim*ing*	aims	aim*er*	aim*less*
Cook	cook*ed*	cook*ing*	cooks	cook*er*	cook*less*
Crown	crown*ed*	crown*ing*	crowns	crown*er*	crown*less*
Brush	brush*ed*	brush*ing*	brush*es*	brush*er*	brush*less*

* See the rule for spelling, bottom of page 51.

† The &c., means that each word in the left hand column is used in the same way as *air*. Thus, *did* blind, *continues* to blind, *does* blind. The *person who*, or the *thing which* blinds, and so on. Home-exercise, we *aired* the house, so on with each word.

‡ Or more than one. ? Or the thing which. ‖ Or is not.

LESSON 35.*

Teacher pronounces.	1st pupil spells.	2d pupil spells.	3d pupil spells.
Ar'ray	*Dress*	Dress*ed*†	Dress*ing*†
pro'claim	*pub'lish*	pub'lish*ed*	pub'lish*ing*
es'teem	*hon'or*	hon'or*ed*	hon'or*ing*
fath'om	*sound*	sound*ed*	sound*ing*
an'chor	*moor*	moor*ed*	moor*ing*
a'bridge	*short'en*	short'en*ed*	short'en*ing*

LESSON 36.

Bal'last	*Stead'y*	Stead'y*ed*	Stead'y*ing*
bar'rel	*cask*	cask*ed*	cask*ing*
can'cel	*de'stroy*	de'stroy*ed*	de stroy*ing*
co quet'	*jilt*	jilt*ed*	jilt*ing*
de spond'	*de spair'*	de spair*ed'*	de spair*ing'*
har'vest	*reap*	reap*ed*	reap*ing*

LESSON 37.

Pro claim'	*Her'ald*	Her'ald*ed*	Her'ald*ing*
mur'der	*kill*	kill*ed*	kill*ing*
ran'som	*re'deem*	re'deem*ed*	re'deem*ing*
clinch	*riv'et*	riv'et*ed*	riv'et*ing*
tam'per	*tempt*	tempt*ed*	tempt*ing*
mar'shall	*ar'ray*	ar ray*ed*	ar ray*ing*

* See Rule for spelling at the bottom of the 51st page.

† For the meaning of *ed* and *ing* see the notes at the bottom of the 56th page.

Home-exercise. The *dress* was fine and the *array* very imposing.

? ?

LESSON 38.*

Teacher pronounces.	1st pupil spells.	2d pupil spells.	3d pupil spells.
Goad	*Prick*	Pricked	Pricking
lean	*stoop*	stooped	stooping
fold	*plait*	plaited	plaiting
whoop	*shout*	shouted	shouting
toil	*work*	worked	working
leap	*jump*	jumped	jumping

LESSON 39.

Fas'ten	*Lock*	Locked	Locking
twirl	*whirl*	whirled	whirling
screech	*scream*	screamed	screaming
pant	*puff*	puffed	puffing
peel	*rhind*	rhinded	rhinding
call	*term*	termed	terming

LESSON 40.

Guard	*Ward*	Warded	Warding
gath'er	*glean*	gleaned	gleaning
speck	*stain*	stained	staining
pro'tect	*watch*	watched	watching
stand	*rest*	rested	resting
di'rect	*steer*	steered	steering

* See the rule for spelling at the bottom of 51st page.

Home exercise. John *pricked* the rabbit with the ox *goad*, and so on, using each word.

LESSON 41.*

Teacher pronounces.	1st pupil spells.	Did blaze. 2d pupil spells.	Continues to blaze. 3d pupil spells.
Flame	*Blaze*	Blaz*ed*	Blaz*ing*
cease	*pause*	paus*ed*	paus*ing*
loathe	*hate*	hat*ed*	hat*ing*
cleanse	*purge*	purg*ed*	purg*ing*
tire	*jade*	jad*ed*	jad*ing*
quote	*cite*	cit*ed*	cit*ing*

LESSON 42.

Wage	*Stake*	Stak*ed*	Stak*ing*
a wake′	*ruse*	rus*ed*	rus*ing*
pas′ture	*graze*	graz*ed*	graz*ing*
sched′ule	*in′voice*	in voic*ed*	in voic*ing*
mort′gage	*pledge*	pledg*ed*	pledg*ing*
hedge	*fence*	fenc*ed*	fenc*ing*

LESSON 43.

Tinge	*Dye*	Dy*ed*	Dye*ing*
stare	*gaze*	gaz*ed*	gaz*ing*
re buke′	*blame*	blam*ed*	blam*ing*
bal′ance	*poise*	pois*ed*	pois*ing*
as suage′	*ease*	eas*ed*	eas*ing*
com′bine	*u nite′*	u nit*ed*	u nit*ing*
fa tigue′	*tire*	tir*ed*	tir*ing*

* See the rule for spelling at the bottom of page 52.

† The fourth pupil spells the word pronounced by the teacher, and then the word in its various tenses.

LESSON 44.*

4th pupil. Teacher pronounces.	1st pupil spells.	Quality or state of being obscured. 2d pupil.	In a manner obscure. 3d pupil.
Opaque'	*Ob'scure*	Ob'scure*ness**	Ob'scure*ly*
base	*vile*	vile*ness*	vile*ly*
large	*wide*	wide*ness*	wide*ly*
ver'bose	*dif'fuse*	dif'fuse*ness*	dif'fuse'*ly*
de'mure	*pen'sive*	pen'sive*ness*	pen'sive*ly*
re'mote	*lone*	lone*ness*	lone*ly*

LESSON 45.†

Late	Pale	Pale*ness*‡	Pale*ly*§
lame	tame	tame*ness*	tame*ly*
po'lite	light	light*ness*	light*ly*
close	prone	prone*ness*	prone*ly*
coarse	hoarse	hoarse*ness*	hoarse*ly*
rude	crude	crude*ness*	crude*ly*

LESSON 46.

Waste	Care	Care*ful*‡	Care'ful*ness*‡
wake	hate	hate*ful*	hate'ful*ness*
peace	grate	grate*ful*	grate'ful*ness*
shame	grace	grace*ful*	grace'ful*ness*
hate	awe	awe*ful*	awe'ful*ness*
hope	tune	tune*ful*	tune'ful*ness*

* See the rule for spelling at the bottom of the 53d page. This lesson contains words which are nearly alike in meaning, i. e. opaque is defined by *obscure*, *base*, *vile* and so on.

† This lesson illustrates the similarity of the vowel sounds.

§ *Ly* added to words means like; in a manner; resembling.

‡ For the meaning of *ful* and *ness*, when added to words, see the 53d page.

Home-lesson. The subject was *obscurely* illustrated owing to the *opaqueness* of the body.

LESSON 47.*

Bleak	*Cold*†	Cold'*ness*	Cold'*ly*
faint	*weak*	weak'*ness*	weak'*ly*
just	*right*	right'*ness*	right'*ly*
brief	*short*	short'*ness*	short'*ly*
keen	*sharp*	sharp'*ness*	sharp'*ly*
tart	*sour*	sour'*ness*	sour'*ly*

LESSON 48.

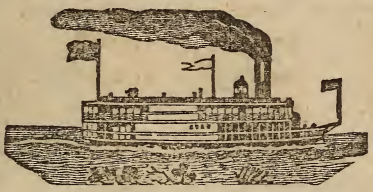
Lim'pid	*Clear*	Clear'*ness*	Clear'*ly*
silent	*sad*	sad'*ness*	sad'*ly*
rap'id	*swift*	swift'*ness*	swift'*ly*
rug'ged	*rough*	rough'*ness*	rough'*ly*
skit'tish	*shy*	shy'*ness*	shy'*ly*
val'id	*sound*	sound'*ness*	sound'*ly*

LESSON 49.

Sa'cred	*Good*	Good'*ness*	Good'*ly*
ab'surd	*fool'ish*	fool'ish *ness*	fool'ish *ly*
hein'ous	*o'dious*	o'dious *ness*	o'dious *ly*
quiet	*calm*	calm'*ness*	calm'*ly*
short	*cross*	cross'*ness*	cross'*ly*
ver'dent	*green*	green'*ness*	green'*ly*

* See rules for spelling at the bottom of the 51st page. What does *ness* added to words mean? See note bottom of the 53d page. What does *ly* added to words mean? See note at the bottom of the 61st page. Home lesson we suffered much from the *cold* owing to the *bleakness* of our position. *His weakness* was so great that he could only speak *faintly*.

† The first pupil spells and defines *cold*, second *coldness*, third *coldly*. The fourth pupil spells *bleak* and if advanced, gives an original definition, or if not, its meaning, *cold*. If the pupils are not advanced the one that spells *cold* will give the meaning, *bleak*. The teacher will of course simplify and explain the meaning of those words in case they are not understood. The fifth pupil spells and defines *bleakness* and the 6th *bleakly*.



LESSON 50.*

Dic tate′†	Cre ate′	Cre ator‖	Cre ation‡
di late′	nar rate′	nar rator	nar ration
tend§	ag gress′	ag gressor	ag gression
at tract	in spect′	in spector	in spection
pro fess′	op press′	op pressor	op pression
col lect′	de tract′	de tractor	de traction

LESSON 51.

Di rect′	Pro tect′	Pro tector	Pro tection
pos sess′	as sess′	as sessor	as session
re mit§	con duct′	con ductor	con duction
re deem §	in struct′	in structor	in struction
ob ject′	cul′ti vate	cul ti vator	cul ti vation
suc cess′	spec′u late	spec u lator	spec u lation

LESSON 52.

pre tend	Ded′ icate	Ded i cator	Ded i cation
de tect	trans late′	trans lator	trans lation
de′vi ate	ed′it	ed itor	edition
move§	mod er ate	mod er ator	mod er ation
des′o late	vi′o late′	vi o lator	vi o lation
ra di ate	de vise	de visor	di vision

* See rule for spelling at the bottom of the 52d page.
† See rule for spelling at the bottom of the 51st page.
‡ *Ion* added to a word means *the act of; the thing which,* or *the thing itself.*
‖ *Or* added to a word means *one who; one that,* or *a person.*
§ The nouns derived from these words end in *er.*
Home-exercise. Those can *dictate* who cannot *create,* and so on.

LESSON 54.*		LESSON 53.*	
Men?*	*Talk'*	Cats?	*Mew'*
birds?	*war'ble'*	bears?	*growl'*
sheep?	*bleat'*	lions?	*roar'*
dogs?	*bark'*	snakes?	*hiss'*
cows?	*low'*	pigs?	*squeal'*
hens?	*cack'le'*	crows?	*caw'*
LESSON 56.*		**LESSON 55.***	
Horses?	*Neigh'*	Bees?	*Buzz'*
flies?	*buzz'*	chil'dren?	*play'*
geese?	*squalk'*	ducks?	*quack'*
mon'keys?	*chat'ter'*	roos'ters?	*crow'*
wolves?	*howl'*	hens?	*cackle'*
ea'gles?	*scream'*	tur'keys?	*gobble'*
swal'lows?	*twit'ter'*	frogs?	*croak'*
LESSON 58.*		**LESSON 57.†**	
Chains?	*Clank'*	Wool?	*Yarn'*
bells?	*jingle'*	yarn?	*cloth'*
storms?	*roar'*	quills?	*pens'*
winds?	*whistle'*	flour?	*bread'*
stars?	*twinkle'*	horns?	*combs'*
fires?	*burn'*	skins?	*leather'*
carts?	*rattle'*	feathers?	*pillows'*

* This lesson is read as follows:—The interrogation point after each word in the first column asks the question, *What do men do? What do birds do?* and so on through each lesson to the bottom of the page, and down the third column to *frogs*.

† *What is made of wool?* and so on down the column. For a home-exercise let the pupil write the singular of each word in the first column and its appropriate article with a singular verb. Show him that *s* makes the actor or noun *plural*. Also that on the contrary *s* make a verb *singular*. Let the pupil also write in the same way each word in the second column.

Mary.	Jane.	John.	Asa.
LESSON 60.		LESSON 59.	
Study ? †	*Books*	Beef ? *	*Cattle*
write ?	*pens*	mutton ?	*sheep*
shoot ?	*guns*	venison ?	*deer*
cut ?	*knives*	veal ?	*calf*
dig ?	*spades*	pork ?	*hog*
chop ?	*axes*		
LESSON 62.		LESSON 61.	
Ride ? §	*Horses*	Bread ? ‡	*Flour*
slide ?	*sleds*	butter ?	*cream*
scate ?	*scates*	cheese ?	*milk*
sleep ?	*beds*	toast ?	*bread*
walk ?	*ground*	wine ?	*grapes*
play ?	*pi'an'nos*	cider ?	*apples*
LESSON 64.		LESSON 63.	
School ? ¶	*Learn*	Men ? ‖	*Houses*
field ?	*work*	cattle ?	*fields*
church ?	*wor'ship*	wolves ?	*dens*
store ?	*buy*	dogs ?	*ken'nels*
mother ?	*ad'vice*	bees ?	*swarms*
father ?	*coun'sel*	fishes ?	*water*

* This point ?, in this lesson asks the question, what is *beef* ? Asa answers, *beef* is the *flesh* of cattle; *mutton* is the flesh of *sheep*.

† This point ?, in this lesson asks the question, what do we *study* with ? and so on. Jane answers, we *study* with books; we *write* with *pens*, and so on with each word.

‡ This point ?, in this lesson means, what is *bread* made of. Asa answers, *bread* is made of *flour*, and so on with each word.

§ This point ?, means in this lesson, what do we *ride* on. Jane answers, we *ride* on *horses*, and so on with each word.

‖ This point ?, in this lesson asks, what do men *live* in? Asa answers, men *live* in *houses*, and so on with each word.

¶ This point ?, in this lesson asks, what do we go to *school* for? Jane answers, we go to *school* to *learn*, and so on with each word.

LESSON 65.*

4th pupil spells.† Teacher pronounces.	1st pupil spells.	2d pupil spells.	3d pupil spells.
Blunt	*Dull*	Duller‡	Dulls‡
chant	*sing*	sing*er*	sing*s*
flay	*skin*	skinn*er*	skin*s*
swim	*float*	float*er*	float*s*
lease	*rent*	rent*er*	rent*s*
dwell	*live*	liv*er*	live*s*

LESSON 66.

Beat	*Pelt*	Pelt*er*	Pelt*s*
dive	*plunge*	plung*er*	plunge*s*
leave	*quit*	quitt*er*	quit*s*
yell	*shout*	shout*er*	shout*s*
quote	*cite*	cit*er*	cite*s*
guide	*lead*	lead*er*	lead*s*

LESSON 67.

Bri′dle	*Curb*	Curb*er*	Curb*s*
meas′ure	*mete*	met*er*	mete*s*
pur′chase	*buy*	buy*er*	buy*s*
keep	*hold*	hold*er*	hold*s*
pas′ture	*graze*	graz*er*	graze*s*
weep	*cry*	cri*er*	cri*es*

* The words in the second column convey nearly the same idea as the corresponding words in the first column.

† The fifth pupil spells *Blunter*, and the sixth pupil *Blunts;* i. e., when the word is pronounced, the first pupil spells its meaning.

‡ *Er* added to a word either means the *one who* or *more* when added to an adjective. *S* denotes a singular verb or a plural noun, and generally means more than one when the word is a noun.

Home-exercise. The *blunt* old man chopped with a *dull* ax. Let the pupil illustrate the difference in meaning between each word in the second, and its correspondent of the same line in the first column.

LESSON 68.*

4th pupil spells.	Teacher pronounces.	1st pupil spells.	2d pupil spells.	3d pupil spells.
Bring ?†	*Fetch*	Bear	Bear*er*	Bear*s*
rend ?	*cleave*	split	split*er*	split*s*
hear ?	*har'ken*	lis'ten	listen*er*	listen*s*
hoist ?	*raise*	lift	lift*er*	lift*s*
plight ?	*pledge*	pawn	pawn*er*	pawn*s*
reign ?	*sway*	rule	rul*er*	rule*s*

LESSON 69.

Cede ?	*Yield*	Grant	Grant*er*	Grant*s*
grub ?	*delve*	dig	dig*ger*	dig*s*
shout ?	*whoop*	bawl	bawl*er*	bawl*s*
chide ?	*blame*	scold	scold*er*	scold*s*
throw ?	*shoot*	cast	cast*er*	cast*s*
knab ?	*gnaw*	bite	bit*er*	bite*s*

LESSON 70.

Stare ?	*Gape*	Gaze	Gaz*er*	Gaze*s*
speak ?	*say*	tell	tell*er*	tell*s*
ri'fle ?	*filch*	pil'fer	pil'fer*er*	pil'fer*s*
plun'der ?	*pil'lage*	spoil	spoil*er*	spoil*s*
at'tack ?	*as'sault*	strike	strik*er*	strike*s*
gos'sip ?	*tat'tle*	blab	blabb*er*	blab*s*

* The words in each line of the three left hand columns are nearly alike in meaning. Sarah what does *bring* mean? Eliza answers *bring* means to fetch or bear. For the meaning of *er* and *s* see notes bottom of the 65th page.

† The 5th pupil spells *bringer*; the 6th *brings*; the 7th *fetch*; the 8th *fetcher*; and the 9th *fetches*. Hence when the teacher gives out one word nine words are spelled by the pupils, and by adding the perfect and present participles the pupil may spell fifteen words for each one pronounced by the teacher. This plan secures the attention of every pupil.

Home-exercises. The *bearer* of the letter *brings* all the papers. The servant *fetches* water, &c.

LESSON 71.

Un'ripe?*	*Crude*	Raw	Raw*er*†	Raw*est*†
sol'id?	*firm*	hard	hard*er*	hard*est*
nim'ble?	*quick*	spry	spri*er*	spri*est*
lim'pid?	*clear*	pure	pur*er*	pur*est*
flesh'y?	*gross*	fat	fat*er*	fat*est*
con'cise?	*brief*	short	short*er*	short*est*

LESSON 72.

Qui'et?	*Calm*	Still	Still*er*	Still*est*
pal'lid?	*wan*	pale	pal*er*	pal*est*
health'y?	*hale*	sound	sound*er*	sound*est*
glos'sy?	*smooth*	bright	bright*er*	bright*est*
flac'cid?	*lax*	loose	loos*er*	loos*est*
ab'ject?	*mean*	low	low*er*	low*est*

LESSON 73.

A'rid?	*Dry*	Hot	Hot*er*	Hot*est*
cer'tain?	*right*	sure	sur*er*	sur*est*
lu'cid?	*bright*	clear	clear*er*	clear*est*
mea'ger?	*lean*	thin	thin*er*	thin*est*
nov'el?	*new*	fresh	fresh*er*	fresh*est*
will'ing?	*fain*	glad	glad*er*	glad*est*

*For the right way of reading, see note, 67th page.

† *Er* when added to an adjective means more, and *Est means most.*

?

?

LESSON 64.*

Neu rol'o gy ?	*The nerves*	Brim ?	*Edge*
*p*sy chol'o gy ?	*the soul*	brutes ?	*beast*
phre nol'o gy ?	*the brain*	bite ?	*gall*
en to mol'o gy ?	*insects*	boon ?	*gift*
et y mol'o gy ?	*de ri va'tion*	coast ?	*shore*
gen e al'o gy ?	*gen er'a tions*	flesh ?	*meat*

LESSON 65.

Her pe tol'o gy?	*Rep'tiles*	Fib ?	*Lie*
ich thy ol'o gy?	*fishes*	sack ?	*bag*
min er al'o gy ?	*min e'rals*	harm ?	*hurt*
or ni thol'o gy ?	*fowls*	hide ?	*skin*
os te ol'o gy ?	*bones*	maize ?	*corn*
lex i col'o gy ?	*words*	noun ?	*name*

LESSON 66.

Conch ol'o gy ?	*Shells*	Van ?	*Front*
hy drol'o gy ?	*water*	stuff ?	*cane*
eth nol'o gy ?	*nations*	lawn ?	*plain*
ge ol'o gy ?	*earth*	tribe ?	*pipe*
me te o rol'o gy?	*me'teors*	blow ?	*stroke*
u ran ol'o gy ?	*heavens*	throng ?	*crowd*

* This point ? means a *discourse on ;* or *pertaining to ;* for example, Joseph reads, What does neurology mean? *Wm.* answers, *neurology* means a discourse on the nerves, or something pertaining to the nerves. See note at the bottom of the 67th page.

LESSON 74. *Greek derivative.*	LESSON 75. *Latin derivative.*	LESSON 76. *Primitive English, or meaning.*
A pos′ tle ?*	mis′ sion a ry	mes′ sen ger
A nat′ o my ?	dis sec′ tion	a cut′ ting up
A nom′ a lous ?	ir reg′ u lar	law′ less
Ap a thet′ ic ?	in sen′ si ble	un feel′ ing
A pol′ o gy ?	ex cuse′	plea
Bish′ op ?	su per vi′sor	o ver look′ er
Bap′ tize ?	im merse′	dip
Cat′ a logue ?	in′ ven tor y	list
Cat′ a ract ?	cas cade′	wa′ ter fall
Di′ a logue ?	con ver sa′ tion	talk
Di dac′ tic ?	pre cep′ tive	teach′ ing
Dox ol′ o gy ?	glo ri fi ca′ tion	praise
Dy′ nas ty ?	do min′ ion	pow′ er
El lip′ ti cal ?	o′ val	egg′ shaped
Eu′ cha rist ?	sac′ ra ment	Lord's sup per
Eu′ lo gize ?	com mend′	praise
Gno′ mon ?	in′ dex	poin′ ter
Lex′ i con ?	dic′ tion a ry	word′ book
Mon ar chi al ?	re′ gal	king′ ly
Par′ a ble ?	si mil′ i tude	like′ ness
Pa thet′ ic ?	af fect′ ing	feel′ ing
Phys′ i cal ?	me dic′ i nal	heal′ ing
Proph′ e sy ?	pre dict′	fore′ tell
Rhet′ o ric ?	or′ a to ry	fine speak′ ing
Sphere ?	globe	ball
Tet′ ra gon ?	quad′ ran gle	a square
Tone ?	sound	noise
The ol′ o gy ?	di vin′ i ty	re lig′ ion

* See notes bottom of 67th page. Maria asks, *What does Apostle mean?* Susan answers, *Apostle means missionary, or messenger,* and so on.

PART III.—LESSON 1.

Countries.	Names of people.	Largest cities.†
Chi′na ?*	*Chi nese′*	Pe′kin ?
Den′mark ?	*Danes*	Co′pen ha gen ?
E′gypt ?	*Egyp′tians*	Cai′ro ?
Flan′ders ?	*Flem′ings*	Brus′sels ?
Hol′land ?	*Hol′land ers*	Am′ster dam ?
Ice′land ?	*Ice′land ers*	Scal′holt ?
Ja pan′ ?	*Jap an ese′*	Jed′do ?

LESSON 2.

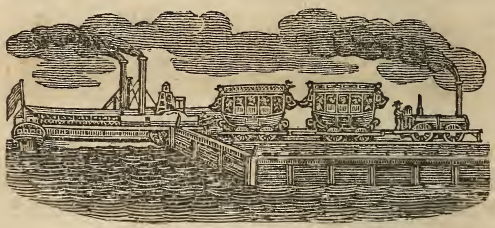
Ire′land ?	*Irish*	Dub′lin ?
Na′ples ?	*Ne a po′li tans*	Na′ples ?
Nor′way ?	*Nor we′gi ans*	Ber′gen ?
Per′sia ?	*Per′sians*	Is′pa han ?
Po′land ?	*Po′land ers*	War′saw ?
Prus′sia ?	*Prus′sians*	Ber′lin ?
Rus′sia ?	*Rus′sians*	Pe′ters burg ?

LESSON 3.

Swe′den ?	*Swedes*	Stock′holm ?
Si am ?	*Si am ese′*	Si′am ?
Tur′key ?	*Turks*	Con stan ti no′ple ?
Tu′nis ?	*Tu ni′sians*	Tu′nis ?
Ve′nice ?	*Ve ne′tians*	Ve′nice ?
Aus′tri a ?	*Aus′tri ans*	Vi en′na ?
Bel′gi um ?	*Bel′gi ans*	Brus′sels ?
Cu′ba ?	*Cu′bans*	Ha van′na ?

* This point — ? in this column asks the question, what are the people of *China* called? of *Denmark?* of *Egypt?* and so on down the column. The first pupil reads, what are the people of China called? The second answers: The people of China are called Chinese.

† The third, where is Pekin? The fourth, Pekin city is in the north-eastern part of the Chinese empire.



LESSON 4.*

Countries.	Names of people.	Largest cities.
A mer′i ca′ ?*	*A mer′i cans*	New-York ?
France ?	*French*	Par′is ?
Greece ?	*Greeks*	Ath′ens ?
Spain ?	*Span′iards*	Mad′rid ?
Wales ?	*Welch*	Wrex′ham ?
Algiers ?	*Al ge rines′*	Al′giers ?
Eng′land ?	*Brit′ons*	Lon′don ?

LESSON 5.

Por′tu gal ?	*Por′tu guese*	Lis′bon ?
Sax′o ny ?	*Sax′ons*	Dres′den ?
Sic′il y ?	*Si cil′ians*	Pa ler′mo ?
Switz′er land ?	*Swiss*	Berne ?
Tus′ca ny ?	*Tus′cans*	Flor′ence ?
Ba ta′vi a ?	*Ba ta′vi ans*	Hague ?
Ba va′ri a ?	*Ba va′ri ans*	Mu′nich ?

LESSON 6.

Cor′si ca ?	*Cor′si cans*	Bas′ti a ?
Ger′man y ?	*Ger′mans*	Vi en′na ?
Hun′ga ry ?	*Hun ga′ri ans*	Pres′burg ?
In′di a ?	*Hin′doos*	Cal cut′ta ?
Mi′lan ?	*Mi lan ese′*	Mi′lan ?
Mo roc′co ?	*Moors*	Fez ?
Bo he′mi a ?	*Bo he′mi ans*	Prague ?

* See note bottom of the 71st page.

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?

LESSON 8.		LESSON 7.	
Latin derivatives.	Primitive English, or definitions.	Latin derivatives.	Primitive English, or definitions.
Mu'ral ?*	*Wall*	Ver'nal ?*	*Spring*
fil'ial ?	*son*	men'tal ?	*mind*
lo'cal ?	*place*	lu'nar ?	*moon*
clin'ic ?	*bed*	ner'vous ?	*nerves*
vi'nous ?	*wine*	na'sal ?	*nose*
na'val ?	*ships*	cos'tal ?	*ribs*
LESSON 10.		LESSON 9.	
Bes'tial ?	*Beasts*	So'lar ?	*Sun*
flo'ral ?	*flowers*	stel'las ?	*stars*
mar'tial ?	*war*	den'tal ?	*teeth*
vi'tal ?	*life*	ve'nous ?	*veins*
vul'pine ?	*foxes*	ma'rine ?	*sea*
ca'nine ?	*dogs*	lin'gual ?	*tongue*
LESSON 12.		LESSON 12.	
vac'cine ?	*Cows*	Ru'ral ?	*Country*
fe'line ?	*cats*	spi'nal ?	*spine*
ur'sine ?	*bears*	lum'bar ?	*loins*
dor'sal ?	*back*	ma'lar ?	*cheeks*
na'tal ?	*birth*	cen'tral ?	*centre*
pe'dal ?	*foot*	po'lar ?	*poles*

† The interrogation mark in this column asks the question, *What does mural mean?* The answer printed in italics is, that *Mural means pertaining to or connected with a wall*; and so on, omitting *mural*, and supplying each other word in its regular order, in the place of mural. For example, Jane reads, What does filial mean? Mary answers, *Filial means pertaining to a son.* Jane reads, What does local mean? Mary answers, *Local means pertaining to a place.*

?

?

LESSON 14.*

In'her it	Heir ?†	Heired	Heiring
ven'ti late	air ?	aired	airing
free	bail ?	bailed	bailing
pack	bale ?	baled	baling
yield	cede ?	ceded	ceding
sow	seed ?	seeded	seeding

LESSON 15.

Sum'mon	Cite ?	Cited	Citing
view	si*ght* ?	sighted	sighting
ex'pire	die ?	died	dying
col'or	dye ?	dyed	dyeing
swoon	faint ?	fainted	fainting
pre'tend	feint ?	feinted	feinting

LESSON 16.

Pledge	Gage ?	Gaged	Gaging
mea'sure	guage ?	guaged	guaging
cure	heal ?	healed	healing
sole	heel ?	heeled	heeling
mix	knead ?	kneaded	kneading
want	need ?	needed	needing

* The words in the second column are alike, or nearly alike, in sound, but *differ* both in *spelling* and *meaning*. Lessons of this kind show the absolute necessity of depending upon the *eye* as well as the *ear*, and of practically applying the words in written exercises.

† All the words in this column are used as *verbs*. Let the pupils, for a home-exercise, use *each word* in a simple sentence as a *noun;* for example, The son is the *heir* of the mountain-farm, which is proverbial for pure *air*. For right way of reading see note on the 67th page.

LESSON 17.

WHAT I OUGHT TO MIND.

1. These are the things I ought to [1]....?	*Mind.*
To come in time, eve'ry school [1]...?	*Day.*
And ne'ver id'ly wait [1].....?	*Be'hind.*
Hav'ing no rea'son but to [1]....?	*Play.*
2. To brush my clothes, and put them [1]..?	*On.*
And see that hands and face are [1].....?	*Clean*
To know my les'sons, every [1]...?	*One.*
And then re mem'ber what they [1]....?	*Mean.*
3. My books I must not tear, or [1]....?	*Lose.*
But al'ways keep them fair and [1]....?	*Neat.*
And wick'ed words I will not [1]...?	*Use.*
Such as I hear about the [1].....?	*Street.*
4. I should re mem'ber what I'm [1]....?	*Told.*
And al'ways do as I am [1]....	*Bid.*
I'll ne'er be ob'sti nate or [1]....?	*Bold.*
An'gry or sul'ky when I'm [1]....?	*Chid.*
5. And when I am away from [1].....?	*School.*
And think that no'bod y is [1]....?	*Near.*
I would re mem'ber eve'ry [1]....?	*Rule.*
And be as good as when I'm [1].....?	*There.*
6. These are the things that I should [1]....?	*Mind.*
And so I will with all my [1].....?	*Might.*
For sure I am that I shall [1]....?	*Find.*
True hap'pi ness in doing [1].....?	*Right.*

LESSON 18.

MY LIT'TLE BROTH'ER WHO DIED.

I am all alone in my ¹cham'ber now; — Bed'room.
And ¹ *the mid'night* hour is near; — Soli't-udes'.2
And the ¹*fag'gots's crack*, and the clocks dull tick, — Burn'ing fire.
Are ¹*the only* sounds I hear. — Sole'ly the

And over my soul in its ¹sol'i-tude, — Gloom'i-ness.
Pi'ous feel'ings of ¹glad'ness glide; — Plea'sure.
For my heart and my eyes are full ¹when I think — If.
Of my ¹lit'tle broth'er who died. — Play'ful.

I went one night to my ¹fa'ther's house— — Pa'rents'.2
Went home to the ¹dear ones all; — Kind.
And ¹soft'ly I op'ened the gar'den gate, — Gent'ly.
And ¹soft'ly the door of the hall; — Easi'ly.

My moth'er came out to ¹meet her son— — Greet.2
She ¹kiss'ed me and then she sigh'ed, — Em'braced.
And her head fell on my neck, and she ¹wept — Cried.
For my ¹lit'tle broth'er who died. — Lov'ly.

I shall miss him when the [1]flow'ers come — Ro'ses.2
In the [1]gar'den where he play'ed, — Orch'ard.
I shall miss him [1]more by the fire'-side, — Most.
When the[1]roses have all de'cayed. — Flowers.

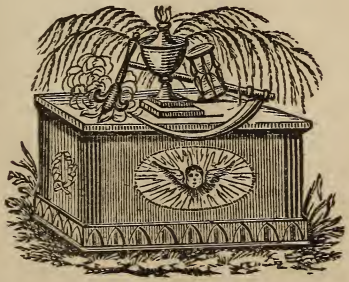
I shall see his toys and his [1]emp'ty chair, — Vacant.
[1]And the horse he used to ride; — With.2
And they will [1]speak with a si'lent speech, — Talk.
Of my [1]little broth'er who died. — Dear'est.

I shall see [1]his little sis'ter again, — Our.2
With her play'mates [1]a'bout the door; — A'round.
And I'll [1]watch the chil'dren in their sports, — Guard.
As I nev'er did,[1]be'fore. — Of yore.

And if, in the [1]group, I see a child — Crowd.
That's dim'pled and [1]laugh'ing-eyed, — Mirth'ful.
I'll look to see if it [1]may not be — Can.
My lit'tle broth'er [1]who died. — That.

We [1]shall all go home to our Fa'ther's house, — May.
To our [1]Fa'ther's house in the skies, — Pa'rent's.
Where the hope of our souls [1]shall have no blight, — Will.
Our love no [1]brok'en ties. — Sev'ered.

We shall rove on the banks of the [1]river of Peace, — Stream.
And [1]bathe in its bliss'ful tide; — Wash.
[1]And one of the joys of our Hea'ven shall be— — For.
My [1]lit'tle broth'er who died. — Darl'ing.



W119

Deacidified using the Bookkeeper process.
Neutralizing agent: Magnesium Oxide
Treatment Date: Oct. 2006

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